

BANGLADESH AND GLOBAL STUDIES

Class

4



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board
as a Textbook for Class Four from the academic year 2013

Bangladesh and Global Studies

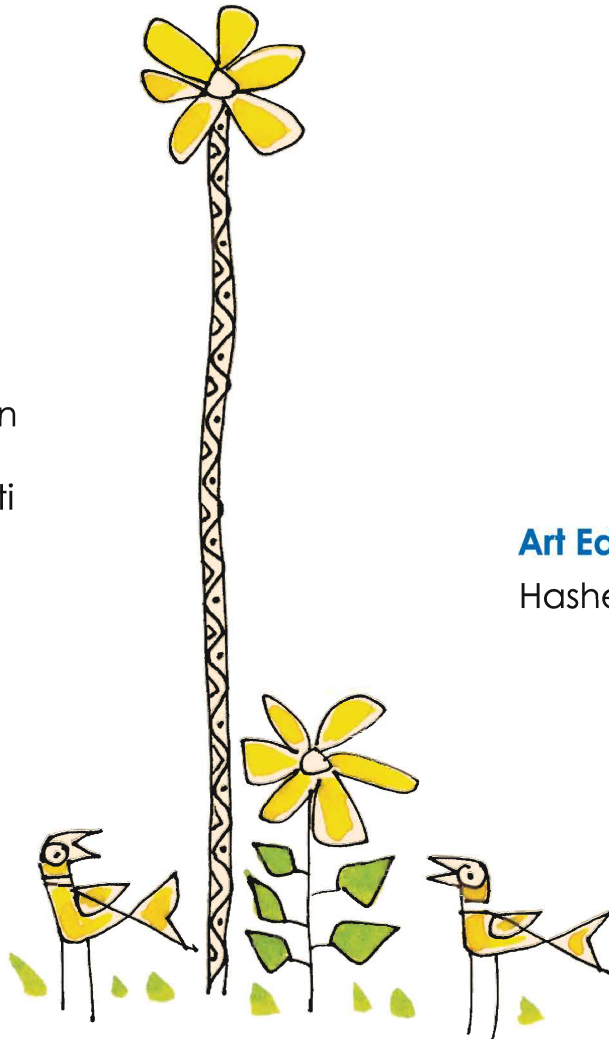
Class Four

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Published by
National Curriculum and Textbook Board
69-70, Motijheel Commercial Area, Dhaka 1000

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First Edition : August , 2012
Revised Edition : August , 2015
Reprint : , 2017

Design
National Curriculum and Textbook Board, Bangladesh

For free distribution under PEDP-3 of Ministry of Primary and Mass Education
by the Government of the People's Republic of Bangladesh

Printed by:

Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. A child is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of children education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

The content of the textbooks for **Bangladesh and Global Studies** is totally relevant to today's children in Bangladesh, including topics on; society and environment in Bangladesh; tradition and culture; the history of the War of Liberation; basic needs, children's rights, duties and responsibilities; the sense of cooperation and compassion respectful to the culture and occupations of others; proper use and maintenance of resources; disaster management; population and human resources. To be mentioned the biography of the Father of the Nation, the true history and information of the War of Liberation have been depicted correctly.

To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colors, and make them interesting, sustainable and distributed free of cost since 2009. The textbooks of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and SSC Vocational level are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who had helped in different stages of composition, edition, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

Professor Narayan Chandra Saha

Chairman

National Curriculum and Textbook Board, Bangladesh

Introduction

This textbook, Bangladesh and Global Studies, is intended to teach children about the world around them. Its contribution to the curriculum represents a combination of values, knowledge and skills:

- its values are those of the culture of Bangladesh, derived from the country's political liberation, its religion and its territory
- its knowledge base combines the disciplines of geography, history and the study of society
- it includes the skills of enquiry and research, organizing information, and objective analysis of social behaviour and physical conditions.

Pupils are now familiar with the layout of the textbooks for this subject. But their reading skills are still not fluent, and they will need help in following the activities in the textbook. The teacher's support is therefore vital to bring the content to life. Every effort has been made to make the text and activities engaging, appropriate and accessible to Year 4 pupils. A Glossary is provided at the end of the book to help develop pupils' vocabulary in this subject.

Chapters

The content is divided into 16 chapters, grouped into themes of society, individual behaviour, geography, history and culture. The curriculum for Bangladesh and Global Studies specifies Attainable Competences per chapter, determining the purpose of study of each chapter, and these are elaborated in the Teacher's Edition.

Topics

Each chapter is divided into 2-5 topics, each of which focuses on a particular aspect of the chapter. The topics are presented as double-page spreads, with text on the left page and questions and activities on the right page. This makes it easier for the teacher to integrate the learning activities with the text, and easier for the pupil to find the text to which the activities refer.

Lessons

Each topic of 16 chapters is divided into more than one lesson.

The first lesson of each topic covers the reading text and Speaking activity, and the second lesson of the topic covers the Writing, Extension and Check activities. The curriculum for Bangladesh and Global Studies also specifies Learning Outcomes for each chapter. These are allocated by lesson in the Teacher's Edition, to help the teacher fulfil the appropriate outcomes.

Activity pages

The questions and activities are given equal space to the text because they are an essential part of the learning process. Pupils do not learn just by reading and memorization; they learn by asking and answering, by organizing information, and by finding out.

It is recommended that the teacher starts by establishing pupils' current understanding, and then uses reference to local examples wherever possible. The sequence of questions and activities progresses in difficulty through each topic, and develops and practises the following range of skills:

- **Speaking activities:** to encourage pupils to share their ideas and show their learning in a less formal way. Most activities encourage speaking in the whole class, with the teacher writing pupils' suggestions on the board. This also helps pupils to spell the words they might use in their own writing activities.
- **Writing activities:** again these usually progress in difficulty: from making lists, to dividing information into categories, to writing complete sentences.
- **Extension activities:** these offer opportunities for further development of the topic, e.g. through drawing or research that takes learning beyond the page. While these activities may take time to plan and administer, it is important to make time for them, as they will often provide pupils with the most memorable learning experiences.
- **Check questions:** these provide formative assessment at the end of each topic. They cover the range of multiple choice, fill the gap, matching and short answer questions. Beside these some sample questions have given in of the end of the book.

The questions and activities require a range of whole class work, small groups, pairwork and individual activities. The teacher should consider how best to organize the class for these different groupings, so that pupils will quickly know how to get started on each kind of activity.

Skills matrix on p.vi of the textbook provides a summary of the skills developed through this range of questions and activities for each topic.

Assessment

Before the Glossary, a final section of short and long answer questions, chapter by chapter, is provided as practice material for summative assessment.



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Chapter 1

Our Environment and Society

1

Variations in the natural environment

The natural environment consists of all the elements of nature: soil, water, air, heat, light, plants and trees, oceans and seas, animals and birds.

This natural environment varies in different regions of the world. There are differences in land around the world. Some regions are covered in ice and some are deserts. Some have mountains, others are flat. There are also differences in climate. Some places are cold and some are hot; some are always dry, and some have more rain.



Dry environment



Rainy environment

In Bangladesh, the natural environment in the north is different from the south. In the north the land is higher, with fewer rivers. It is hot in summer but cold in winter. Further south the land is lower with many rivers. It is more likely to flood.

**A | Speak**

Discuss with your teacher the natural environment in your region of Bangladesh.

- What is the land like?
- What is the climate like?

**B | Write**

In pairs, write examples of differences between the north and south of Bangladesh.

| North region of Bangladesh | South region of Bangladesh |
|----------------------------|----------------------------|
| | |
| | |
| | |
| | |
| | |

**C | Extend**

Try to find pictures of different kinds of land: ice, desert, mountains, sea.

**D | Check**

Which two aspects of natural environment vary by region?

2

Impact of nature on the social environment

The social environment consists of all the man-made elements of society: houses, schools, playgrounds, and activities like transport and farming.

Variations in the natural environment have an impact on the social environment. Where it is cold, we wear more clothes, we cook different food and we build warmer houses. Where it is dry, the trees die and fewer crops grow. Where it is wet, we get more fish to eat and we can irrigate our fields.



This climate is good for farming.



This climate produces many waterways.

Society in turn has an impact on the natural environment. We should therefore be careful of how we use our environment. We should grow trees, because trees encourage more rain and they are good for the soil. The trees also give us wood for building houses and making furniture.

**A | Speak**

What are the four kinds of transport in the pictures on pages 2 and 4? Discuss with your teacher how each is suitable for its particular natural environment.

**B | Write**

Write examples of how our natural environment influences our social activities.

| Wet environment | Dry environment |
|-----------------|-----------------|
| | |
| | |
| | |
| | |

**C | Extend**

How does our climate affect our natural environment? Discuss it.

**D | Check**

What can we do to lessen society's impact on the natural environment?

Chapter 2

Cooperation in Society

1

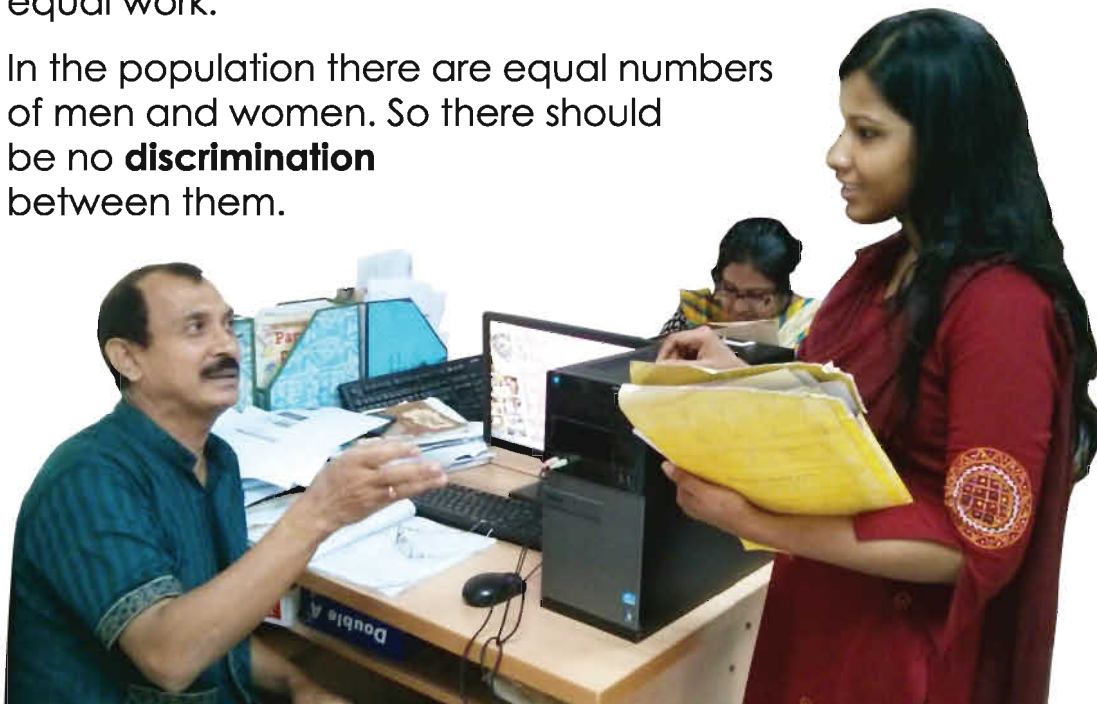
Men and women

A good family lives in harmony. The parents respect the grandparents and each other. The children respect their parents and each other.

In the family, boys and girls should be treated in the same way. They should be given the same education, and both should help around the home.

In the workplace, men and women should be treated equally. They have the same capabilities, so they can do equal work.

In the population there are equal numbers of men and women. So there should be no **discrimination** between them.



Men and women cooperating in the workplace

**A | Speak**

Discuss with your teacher whether boys and girls are treated equally in your society.

- Do their families treat them equally?
- Do they have different opportunities in education?
- Why should boys and girls be given equal opportunities in every sphere of life?

**B | Write**

In pairs, write down work that you have seen men, women or both of them doing.

| Men | Men and women | Women |
|-----|---------------|-------|
| | | |
| | | |
| | | |
| | | |

**C | Extend**

Do a project with your family at home. Compare any differences between boys and girls. Do they play with different toys? Are they interested in different things? Make a list of similarities and differences.

**D | Check**

Complete the sentence.

The word that means treating people differently is

2

Social Differences and special needs Children

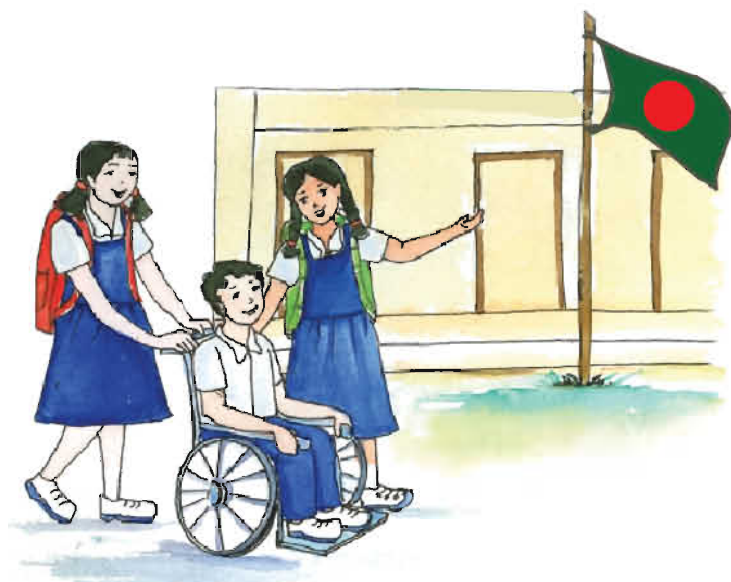
In the classroom, children may have different backgrounds:

- ✓ They may have different languages
- ✓ They may have different religions
- ✓ Their parents may have different occupations

They also have different family circumstances, which may mean that some children cannot get to school. They may have to stay at home to help their parents earn money.

Some children may have difficulties in their ability to learn:

- ✓ They may have bad eyesight
- ✓ They may have bad hearing
- ✓ They may have other physical disabilities
- ✓ Some may have mental differences in how they learn.



What can we do to help children who have these difficulties? We must encourage them to keep coming to school. We must never offend them. We must think what we can do to make their lives easier.

Children helping a friend with special needs



A | Speak

Discuss with your teacher what **diversity** means in our society.

- Does it enrich our society?
- What different kinds of special needs children might there be in your classroom?



B | Write

In pairs, write down the difficulties that children might face in class and what you can do to help:

| Difficulties | What we can do to help |
|--------------|------------------------|
| | |



C | Extend

Try to do a good deed for someone else in school every day. Write up your diary afterwards, of what you did each day.



D | Check

Match the words on the left with those on the right.

| | |
|--|--|
| a If we say something offensive to someone | we will help them move between classes. |
| b If a child has problems with Bangla | we should help them to sit near the front. |
| c If a child has a problem with walking | they will feel hurt. |
| d If a child cannot see or hear well | we will help by explaining the language. |

Chapter 3

Ethnic Groups of Bangladesh

1

The Chakma

There are more than 45 different ethnic groups in Bangladesh. They help to make our society very diverse.

We shall start by studying the Chakma. They are our largest ethnic group, Most of them are living Rangamati and Khagrachari. They are mainly Buddhist.

Life-style

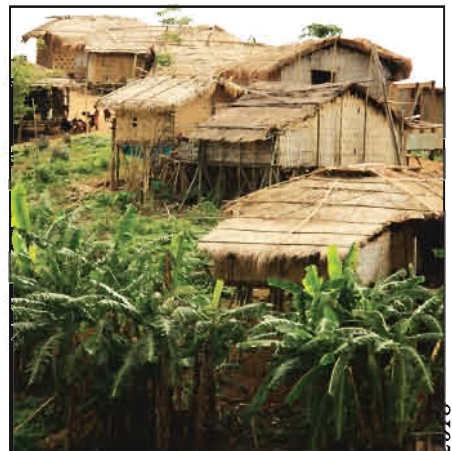
The Chakma have their own language and alphabet, and their own music and dance. They are ruled by a king, and each village has its own chief. Their houses are made of wood and bamboo, a like platform. Their agriculture is based on the 'jhum' method, which means burning the previous vegetation and planting new seeds in holes. Their staple food is rice.

Clothes

The Chakma weave patterned fabric on looms. The women wear floor-length 'pinon' skirts and 'hadi' tops. The boys wear 'fatua' and 'lunggi'.

Festivals

The Chakma celebrate all the main Buddhist festivals: particularly Buddha Purnima in the month of Baishakh; and Biju for 3 days over Bengali new year. During festivals they decorate their houses with flowers, and families meet for blessings.



Chakma houses



A | Speak

Discuss these pictures with your teacher. Which of these ethnic groups have you heard of? How are their social customs different from yours?



Chakma



Monipuri



Marma



Saontal



B | Write

Here are some notes about Chakma. Write similar lists of notes with the headings **Houses, Food, Agriculture**.

| Life-style | Clothes | Festivals |
|--|------------------------|--------------------|
| Own language, alphabet and music. Ruled by king and village chiefs. | Fabric woven on looms. | Buddhist festivals |



C | Extend

Write one thing that is similar between your life and the life of the Chakma, and one thing that is different.



D | Check

Tick the right answer.

Which part of Bangladesh do the Chakma live in?

- A. North-west B. North-east
C. South-west D. South-east

2

The Marma

The Marma are the second largest group after the Chakma. They live in Bandarban, Khagrachari and Rangamati.

Life-style

The Marma are also ruled by a king and village chiefs. Their houses are built up on platforms. They eat rice and boiled vegetables, and also a dried fish called 'nappi'. They also grow plants by the 'jhum' method. Beside this they catch fish, weave fabrics. By selling all these, they earn their livelihood. They used to gather herbs for medical treatments, but now they use pharmacies.

Clothes

In the past men always wore 'thami' and women 'angi', but today they often wear modern dress as well.

Festivals

The Marma celebrate all the Buddhist festivals. Each month they celebrate the full moon or 'labrey'. They also celebrate a water festival and 'Shangrain', which is the second day of Bengali new year.



A Marma wedding in traditional clothes

**A | Speak**

Discuss with your teacher any Marma people or customs you know of.

- In what ways are they similar to the Chakma?
- In which two ways are their lives changing these days?

**B | Write**

In pairs, write notes about the Marma life-style according to the heading of the table :

| Houses | Food | Agriculture |
|--------|------|-------------|
| | | |

**C | Extend**

Write a list of questions you would like to ask the Marma people.

**D | Check**

Tick the right answer.

How many 'labrey' festivals do the Marma celebrate each year?

- A. one B. two C. ten D. twelve

3

The Saontal

Most of the Saontal in Bangladesh live in Dinajpur, Rajshahi, Naogaon, Chapainawabgang, Nator, Rangpur and Bogra. Many others live in India.

Life-style

They have their own language. Rice is their staple food. Beside this they eat fish, meat, vegetables and especially 'nalita' or jute leaves as their native dish. Traditionally their main work is in agriculture, including fishing and growing tea, and cottage industries.

Clothes

Women wear two outer garments: above, a 'panchi' and below, a 'parhat'. Men used to wear dhuti but now they wear lungi and shirt.

Festivals

There are five Saontal festivals:

Saontali dance



| Month | Festivals |
|--------|--|
| Poush | Sohrai Festival is celebrated during the harvest of the main crop. |
| Magh | The festival of collecting hay from 'magh sim' |
| Falgun | The festival of the first day of spring |
| Ashar | Er kongsim: each family brings a hen as an offering to the god |
| Vadro | Hariar sim: giving an offering for the crops |

**A | Speak**

Discuss with your teacher how the Saontal people differ from the Chakma and Marma.

**B | Write**

In pairs, write notes about the Saontal life-style according to three heading of the below:

| Language | Food | Profession |
|----------|------|------------|
| | | |

**C | Extend**

On a map of Bangladesh, mark the regions where each of the ethnic groups in this chapter live.

**D | Check**

Tick the right answer.

Which of these is a Saontal festival?

- a. Shangrain b. Hariar sim c. Biju d. Labrey

4

The Monipuri

The Monipuri live mainly in Sylhet, Moulovibazar and Habiganj. Most of the Monipuries live in Komolganj of Moulovibazar. Many also live in Monipur and Asam state in India. The Monipuri form two language groups: Bishnupriya Monipuri and Moi Toi Monipuri.

Life-style

Their houses are made of bamboo, brick or tin. Their food is rice, fish and vegetables, but they do not eat meat. Their favourite food is 'sincheda', made of vegetable leaves. Their work is agriculture and weaving.

Clothes

Women wear a 'lahing' (a dress like ghagra), an 'ahing' (blouse) and a scarf. The men wear dhuti and Punjabi.

Festivals

They have many festivals. They celebrate Rathajatra, Doljatra, Chaitra Sangkranti, Rashpumima etc. They celebrate all year round through dance, music and musical instruments.



**A | Speak**

Discuss with your class what you know about the Monipuri.

**B | Write**

In pairs, write notes about the Monipuri life-style from the text.

| Houses | Food | Work |
|--------|------|------|
| | | |

**C | Extend**

In groups, find out about the life-style of an ethnic group that is not in this chapter. Find illustrations if you can, and present to the rest of the class.



Chak



Lusai



Tanchangya



Khumi



Boam



Pankho

**D | Check**

Match the words on the right with those on the left.

| | |
|------------------------------------|------------------------|
| a. The Monipuri | celebrate 5 festivals. |
| b. The dress of Chakma women | is nappi. |
| c. Each year the Saontals | eat sincheda. |
| d. The favourite food of the Marma | pinon hadi. |

The Rights of Citizens

1

Social rights

As a citizen of state we get mainly three kinds of right from the state. These are our social, political and economic rights.

The rights which are essential for healthy and better living are known as social rights. The state meet these rights for all citizens.

Let us learn about some social rights from the following table.

| | |
|--|---|
|  <p>The right to live We all need food, clothing, a home, health care, and security.</p> |  <p>The right to religion Whether we are Muslim, Hindu, Buddhist or Christian, we can practise our religious ceremonies.</p> |
|  <p>The right to education We all need to go to school, in order to improve our chances in life.</p> |  <p>The right to language and culture Every ethnic group can speak its own language and enjoy its own festivals.</p> |
|  <p>The right to move around freely No one should stop us going to any part of the country.</p> | |

**A | Speak**

Discuss with your teacher :

- What do you understand by citizen's rights?
- How do you show loyalty to your country?
- How will the government try to protect you?

**B | Write**

In pairs, write examples of each of our social rights.
Start each with 'I have the right to...'

| Rights | Examples |
|--------------|--|
| To live | I have the right to eat enough food to live. |
| To education | I have the right to go to school. |

**C | Extend**

Think of the responsibilities you have to give and share.
Start each with 'I should...'

| Rights | Responsibilities |
|--------------|---|
| To live | I should share my food with others who need it. |
| To education | I should study hard. |

**D | Check**

Tick the right answer

Which of the following is a social right?

A. to live B. to sleep C. to have a holiday D. to have money

2

Political rights

Political rights allow you to take part in your country's government by voting or enjoying their protection.

Here are five political rights that help to make our country a better place.

| | | |
|---|---|--|
| The right to participate in elections |  | Every citizen has the right to vote elections from the age 18 and above. They can participate in elections at the age of 25. |
| The right to freedom of expression |  | Every citizen has the right to express his or her opinion in the family, school and society. |
| The right to equality in the eyes of the law |  | There should be no discrimination by race, religion, men and women, occupation or physical ability in the eyes of the law. |
| The right to receive security |  | When abroad, if any citizen faces problems he or she has the right to security from their own state. |
| The right to individual freedom |  | Every citizen has the right to do what they want, so long as it does not harm anybody else. |

**A | Speak**

Discuss with your teacher how people take part in the country's government.

- What are elections?
- When do they happen?
- Who can vote?

**B | Write**

In pairs, write examples of each of the political rights. Start each with 'My family can...'

| Rights | Examples |
|-------------------------------------|---|
| The right to take part in elections | I can vote as soon as I am 18. |
| The right to freedom of expression | My family can express openly their political opinion. |

**C | Extend**

Do a role-play in groups of four.

Two people try to tell the other two they cannot vote in an election for some reason. The two others defend their right, whatever their background, to take part and vote. What do you learn from the role-play?

**D | Check**

Complete the sentence:

Our right to vote is important because_____

3 Economic rights

The right to earn a decent living is called an economic right. Economic rights should ensure a living wage.

We will know about some economic rights describe below. Economic rights are needed to living properly.

The right to work

Every citizen has the right to work by being employed or having their own business.



The right to earn a fair wage

Every citizen has the right to earn fair payment for their labour.



The right to own property

Everyone tries to acquire comforts and possessions in order to enrich their lives.



The right to enjoy time off

Every citizen has the right to time off, wherever they work.



A | Speak

Discuss with your teacher:

- Why is important to work?
- What does a fair wage mean?
- Why do we need time off from our work?



B | Write

In pairs, write examples of each of the economic rights.

| Rights | Examples |
|---------------------|---|
| To work | People work as farmers or ... |
| To earn a fair wage | People in different occupations earn wages..... |



C | Extend

Make a list of all the occupations in your area.

Draw a poster to celebrate all the work that people do.



D | Check

Write each right in the correct column:

education wages vote housing language time off

| Social right | Political right | Economic right |
|--------------|-----------------|----------------|
| | | |
| | | |
| | | |
| | | |

Chapter 5

Values and behaviour

1

Being good and doing good

Now that we've studied what our rights are, we should look at our responsibilities. We have a responsibility to do good to each other. Doing good to each other is part of good social behaviour. We all must try to achieve this.

Values

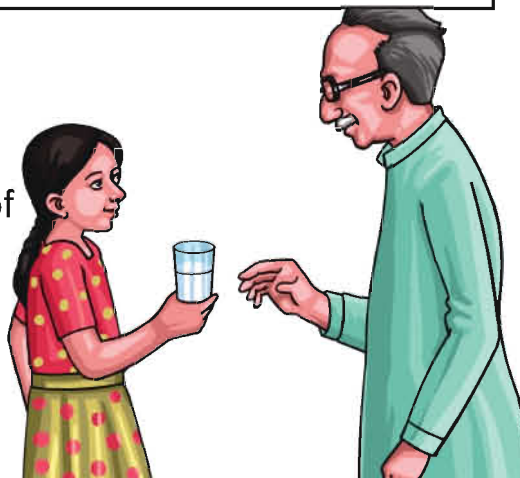
Values means what you believe. We learn values from our families, our community and our school. Good values make a better society.

| Value | Result for us |
|------------------|------------------------------|
| Honesty | People trust us |
| Sense of justice | We are fair with our friends |
| Discipline | We behave well |
| Politeness | People respect us |

Behaviour

Good behaviour is the things we do to make society a better place. Here are some examples of good behaviour.

- Looking after younger children;
- Respecting older people;
- Well behave with neighbours;
- Helping those in trouble;



Good behaviour

2018

**A | Speak**

With your teacher, discuss each value described in the lesson and add more too. Give examples of good behaviour for each of the values.

**B | Write**

In pairs, write examples of good things you could do at home.

**C | Extend**

Sometimes our behaviour is bad, instead of good. Act out a role-play in small groups to show the results of good or bad behaviour.

**D | Check**

Put a tick (✓) for good things or cross (x) for bad things against each of these actions.

| | |
|--|--|
| Misbehaving with house helpers | |
| Helping a classmate with a pencil if she forgets to bring it | |
| Helping all the members of the family as much as possible | |
| Offending others | |
| Not helping a blind man when he crosses the road | |
| Doing our own work ourselves | |

2

An example

Let us look at the life of a girl called Ripa. Every day she has to make choices about what is good and bad to do. Tick or cross the best choices for her.

| | | | |
|--|----------------------------------|---|--|
| | She gets up early | She lies in late | |
| | She helps prepare food | She leaves the dishes | |
| | She arrives late in school | She is on time for school | |
| | She ignores her friends | She is kind to her friends | |
| | She answers well in class | She laughs at her classmates | |
| | She takes someone's pen | She cleans the classroom | |
| | She rushes out of classroom | She waits for her friends after school | |
| | She helps the neighbours | She is rude to the neighbours | |
| | She makes a noise at home | She gives her grandfather medicine timely | |
| | She helps her siblings to study. | She stays up later than her family like her to do | |



**We should do
good Job**


A | Speak

In pairs, discuss Ripa's good deeds in the class with your teacher.


B | Write

Remember that **values** are beliefs, and **behaviour** is actions. In pairs, write these in the right columns:

kindness

consideration

helping others

being punctual

truthfulness

sharing food

| Value | Good behaviour |
|-------|----------------|
| | |
| | |
| | |


C | Extend

Extend the lists of Values and Good behaviour from the Write activity above.


D | Check

Tick the right answer

Which one is a value?

- helping others who are in trouble
- getting along well
- inviting others to an event
- truthfulness

Tolerance of Others' Opinions

1

The majority view

Here are Mitu and Ratul.

We will **express** our opinions. We will **listen** to and respect other people's opinions.



We will **decide** on the majority view.

Showing respect to others opinion is called tolerance of others opinion. Tolerance of others opinion is a major social quality.

Tolerance is an important value. Everyone has opinions. So we should listen to every opinion with **tolerance**. And then we can follow the opinions of the majority. This is what we call **democracy**: following the opinion of the majority. There are three stages to this process:

express an opinion → listen → decide.

At home

One situation that might require you to express, listen and decide is agreeing who will do each chore in the house.

At school

Some of the situations that might require you to express, listen and decide are:

- What games to play in the playground ;
- Where to sit in class ;
- Which topics to study ;



A | Speak

With your teacher, choose one of the topics listed under 'school'.

Act out with the whole class the three stages of:

- Expressing views
- Listening to and respecting these views
- Reaching a majority decision



B | Write

In pairs, take the example listed under 'home'. Write a plan for how you would come to a decision, under these three headings:

| | |
|----------------|--|
| Express | |
| Listen | |
| Decide | |



C | Extend

Act out a role-play in small groups. Think of a situation where you all have different opinions. Take it in turns to express your views. Then reach a decision, based on what the majority want to do.



D | Check

Tick the right answer

What should we do when others express their opinion?

- | | |
|------------------------------------|-------------------------|
| a. speak | b. make a noise |
| c. listen to the speaker patiently | d. do what we feel like |

2

An example

Let's read the following event.

After the final exam all the students of a class insisted the teacher take them on a study tour. The teacher asked the learners to say where they wanted to visit. Some said the zoo. Some said Shishu Park. Others wanted to go to other places. Nobody listened to the opinion of others. All of them created chaos for going to their preferred place. Disagreement surfaced among them. As a result, they could not go on the study tour.

Now let's think about the following questions:

1. Why did the learners fail to go on the study tour?
2. Did they listen to the opinion of others and respect it?
3. How should they have expressed their opinions?
4. What sort of problems can occur if there is no tolerance of others' opinions?



Democratic behaviour should practice in classroom



A | Speak

Discuss with your teacher the answers to the four questions opposite.



B | Write

In pairs, write how the class opposite should have worked through the three stages of making democratic decisions:

| | |
|----------------|--|
| Express | |
| Listen | |
| Decide | |



C | Extend

Hold a **debate** in class on a subject that interests you all. One speaker should express the view on each side of the argument.

The rest of the class are then invited to state their views. Finally you all vote on the majority decision. In this way we can take a decision based on the majority choice.



D | Check

Tick the right answer

What does tolerance of others' opinions mean?

- taking in everybody's opinion
- expressing only my opinion
- acting according to my own opinion
- listening to no one

The Dignity of Work

1

Manual occupations

Society needs many different kinds of jobs. All these jobs help us to lead our daily lives. We should therefore give respect to every kind of job. Let's begin with manual occupations.



Factory worker

The picture shows garment workers in a factory. They work long hours to make clothes for export. This is one of our most important industries.

Cleaner

We need cleaners to work in schools and offices, hospitals and in the street, to keep our environment clean and safe.



Transport worker

We use transport for transportation of human from one place to another place as well as goods. The transport are:

boats, trains, buses, trucks and taxis. We need drivers to operate these transport. The people engaged with this profession are called transport workers.

**A | Speak**

Discuss with your teacher what manual occupations you see in your neighbourhood.

- What are they doing: carrying or building or what else?
- Which jobs are done by both men and women?
- How are these jobs necessary for society?

**B | Write**

In pairs, write examples of manual jobs under these headings. Say where they work, or what they produce. Write the same for one more occupation.

| Occupation | Where they work | Result of this work |
|----------------|-----------------|---------------------|
| Factory worker | | |
| Driver | | |
| Cleaner | | |
| | | |

**C | Extend**

Divide into groups. Each group decides which job they think is the hardest. They then present their ideas to the class. The class vote for the best presentation.

**D | Check**

Complete the sentence:

We should respect workers because_____

2

Professional occupations

The people who do these jobs usually work in offices. They help us by doing administration or making money.



Office worker

Office workers help to make things happen, or provide information for other people. They usually work on computers.

Business and sales management

Business is often concerned with buying and selling goods. Locally, selling is done through markets and shops. On a bigger scale, business people import goods from abroad and export them to foreign countries. Many people work in these offices.



The professions

The professions means jobs that usually need special qualifications.

Teachers are the most important !

Engineers build roads and bridges. **Pharmacists** make drugs to keep us well. **Doctors** help to cure us.





A | Speak

Discuss with your teacher what professional jobs you know about.

- What clothes do these people wear to go to work?
- Do they work on computers?
- Do they have to take exams to get these jobs?



B | Write

In pairs, write examples of professional jobs there might be in these places:

| School | Hospital | Office |
|--------|----------|--------|
| | | |
| | | |
| | | |
| | | |



C | Extend

What job would you like to do when you grow up? Write about what qualifications you think you'd need, and where you'd work.



D | Check

Match these jobs with where the people work.

| | |
|---------------|------------|
| Doctor | Shop |
| Salesperson | School |
| Administrator | Laboratory |
| Teacher | Hospital |
| Scientist | Office |

3 Legal occupations

People work in legal jobs in order to help keep law and order in our society, and to stop criminals who break the law.

Police

Police work to protect the law and order of the country. Their major responsibility is to bring the criminal to the Court. They also play vital role ensuring orderly movement of transport in the street. They also help the people to move safely on the road.



Lawyer

Lawyers play a very important role during trials. They help the people by legal aid. They also prosecute cases in favour of accused persons in the court. They help the court by explaining law.

Judge

Some people violate the law, involved with crime and destroy the peace of the society. Police bring the criminal to the court. The judge hears both sides of the case. With this wisdom he decides who is guilty and give punishment according to law.





A | Speak

Discuss with your teacher what you know about the police.

- What do they wear in the street?
- What kind of jobs do they do?
- What values would you need to work in the police?



B | Write

Suppose that someone stole something. What would these people do?

| | |
|--------|--|
| Police | |
| Lawyer | |
| Judge | |



C | Extend

Now role-play the court case from activity B.

One person plays the criminal, one is the witness accusing the criminal, one is the witness defending the criminal, and one is the judge.



D | Check

Complete this sentence:

We need people to work in the law so that_____

Social and National Assets

1

Social assets

Social assets are local facilities that are built and maintained to help people's well-being. We can get these facilities officially or unofficially.

Schools

Education is right to every child. It is a social right. Schools are provided in every neighbourhood, and every child has the possibility of going to school to learn things and improve their chances in life.

Hospitals

Hospitals are another social resource, to help look after people's health. Doctors and nurses help to make us better.

Religious buildings

Other social buildings are our religious buildings: mosques for Muslims, temples for Hindus, pagodas for Buddhists and churches for Christians.

Parks and playgrounds

Many neighbourhoods also have play areas where children and families can go to play sport and enjoy the gardens.

We must help look after our social assets because they have been provided to benefit our daily lives.



**A | Speak**

Discuss with your teacher what social assets you have in your neighbourhood.

- What schools do you have?
- Do you have hospitals near you?
- What religious buildings do you have?
- Do you have parks and playgrounds?
- Do you know of other social resources? What are they?

**B | Write**

In pairs, write how your neighbourhood benefits from each kind of social resource.

| Social resource | Benefit |
|--------------------|---------|
| School | |
| Hospital | |
| Religious building | |
| Playground | |

**C | Extend**

Make a drawing of your neighbourhood with each of the social buildings, and write labels for them. Underneath your drawing, write how any of these resources help your local area.

**D | Check**

We must help look after our social assets because

2

National assets

The next group of assets are national assets, which our government builds so that we all can use them. The state pays for these resources from the taxes that we pay to the government.

Roads

The government builds and repairs roads. We have large paved roads between towns, and smaller earthen roads between villages. All these roads help us travel between places and transport goods. Private companies then provide buses and lorries to use the roads.

Railways

We also have many miles of railways. People use the trains to travel, and to transport goods.

Bridges

We need lots of bridges in our country, because of the number of rivers. Some are small bamboo bridges in the villages, and some are bigger bridges for roads and railways to cross over the rivers. Some of our biggest bridges are Bangabandhu Bridge, China Friendship Bridge and Lalon Shah Bridge. Another bridge is being built on the River Padma.



**A | Speak**

Discuss with your teacher what kinds of facilities the state provides.

- Which are the biggest roads near you?
- Which railways do you have near you?
- What bridges do you have near you?
- Which jobs are there on the buses and the railways?
- Do you see people building or repairing this transport?

**B | Write**

What work needs to be done to help run and repair these national assets? In pairs, write examples.

| | Kinds of work |
|----------|---------------------|
| Road | Repairing the road, |
| Railway | |
| Waterway | |
| Airlines | Selling tickets, |

**C | Extend**

Describe a journey, using one kind of transport above.

**D | Check**

Match the jobs with the state resources:

| | |
|----------|----------|
| Road | Pilot |
| Airlines | driver |
| Bridge | Engineer |

3 More national assets

These national assets are not man-made but come from natural resources that help us run our daily lives.

Water

We get fresh water from rain, rivers and springs. We use it at home for drinking, cooking and washing. Farmers use water to help their plants grow. Clean water is distributed through pipes to towns, offices and factories.

Forests/Plants

Forests are another natural resource. The trees in forests give us wood for building. They grow fruits we can eat, and they shelter wild animals.

Gas

Gas is a natural resource which comes from the ground. We use it for heat, for cooking, and for transport. The scooters in our towns run on natural gas. It is used in industrial factories also.

Electricity

The natural forces behind wind and water are used to make electricity. We use electricity for lighting and cooking, running televisions and computers, and industrial manufacturing.



A power plant of Bangladesh

**A | Speak**

Discuss with your teacher :

- Where do natural resources come from?
- Why are the assets described in this lesson as national assets?
- How do these help people at work?
- Do we use them wisely?
- What would happen if they were used up?

**B | Write**

In pairs, write things we use each of these natural resources for.

| Natural resource | Uses |
|------------------|------|
| Water | |
| Forests | |
| Gas | |
| Electricity | |

**C | Extend**

How can we conserve our natural resources ? Write a list of ways your household could use less water, gas or electricity.

**D | Check**

Match the uses with the natural resources:

| | |
|-------------|------------------|
| Gas | Washing clothes |
| Water | Sailing boats |
| Wind | Radio |
| Electricity | Making furniture |
| Forest | CNG scooters |

Developing our Locality

1

Rural areas

Some of us live in villages, while others live in towns. People who live in rural areas need all these facilities for development of their social environment.

- Educational institutions
- Medical facilities
- Roads, bridges, bamboo pathways, culverts
- Tube well for safe drinking water
- Sanitary toilet in every house
- Places to throw waste
- Drainage and canals to get rid of stagnant water
- Ponds
- Water irrigation in fields
- Electricity
- Religious buildings
- Cultural institutions
- Village markets
- Playgrounds



If villages do not have these facilities, or these are not working well, the local people should tell the Chairman of the Union Parishad and the Member. Then everyone can participate in trying to improve the facilities, e.g. by building bamboo bridges, cleaning the drinking water, or building playgrounds.

**A | Speak**

In the whole class, imagine you were building a new village. Which of the facilities would be most important to provide? List them in order of **priority**, in discussion with the whole class.

**B | Write**

In pairs, consider your own local area. Write a list of things that need to be done to improve your local facilities.

**C | Extend**

Now consider your list in more detail.

- Which of your improvements need new buildings?
- Which improvements only need repairs?
- Which will be the most expensive to do?
- What kind of materials will they need?
- Which can be done by the local community? How?

**D | Check**

Tick the right answer

What is needed for safe water in rural areas?

- | | |
|----------|--------------|
| a. pond | b. river |
| c. canal | d. tube well |

2

Urban areas

People who live in urban areas need all these facilities for development of their social environment.

- Schools and colleges
- Hospital
- Wide roads
- Drains
- Dustbins for throwing waste
- Supply of safe drinking water
- Electricity
- Gas
- Street lights
- Religious buildings
- Cultural institutions
- Markets
- Parks
- Playgrounds



If these facilities are inadequate, the local people should make this known to the Mayor of the Municipality and the Ward Councillor. Then everyone can participate in trying to improve the facilities, e.g. by repairing bridges, improving waste management or planting trees.

**A | Speak**

In small groups, discuss the differences between the lists on pages 44 and 46. Which items are different, and why?

**B | Write**

Look back to your list of improvements from page 45. Write a short letter to the municipal council saying what needs to be built, or what needs to be repaired. Be very polite, so that they will pay attention to your letter!

**C | Extend**

Find out more about who runs your local improvements. What is the address of the person you should write to with your recommendations?

**D | Check**

Tick the right answer

Which one is most needed for people's health in towns?

- | | |
|----------|------------|
| a. car | b. dustbin |
| c. river | d. pond |

Chapter 10

Geography of Asia

1

The largest continent



Asia is the world's largest continent. It covers almost a third of the earth's surface. It is also the largest in size of population. About 60% of the world's population lives in Asia.

Asia lies in the Northern Hemisphere. There are 48 countries in Asia and some are named on the map. The longest river in Asia is the Yangtze, in China.



Map of the world

The climate varies across Asia, because of its great size. The hottest part is the desert in the centre of Asia. The coldest part is Siberia, which has heavy snow. The driest parts have rain in winter but none in summer (in Iran, Iraq, Jordan, Israel). The wettest parts have high rainfall and high temperatures all year (Indonesia and Malaysia).


A | Speak

With the whole class, list the main countries in Asia from the map. What do you know about any of them?


B | Write

In pairs, make notes about the climate of Asia.

| | |
|---------|--|
| Hottest | |
| Coldest | |
| Driest | |
| Wettest | |


C | Extend

As a class, trace a map of Asia for your classroom wall. Colour it and label the countries, seas and oceans.


D | Check

Match the words on the right with those on the left

| | |
|-------------------------|---------------|
| a. To the south of Asia | Europe |
| b. To the north of Asia | Arctic Ocean |
| c. To the east of Asia | Indian Ocean |
| d. To the west of Asia | Pacific Ocean |

2 The resources of Asia

Grain crop

The chief crops of Asia are rice, wheat, corn, coconut, spices etc. Asia is the largest producer of rice and wheat in the world, and they grow in most parts of the continent.

Cash crop

Cash crops are grown for export mainly. The chief cash crops of Asia are jute, cotton, rubber and tea. Coffee, sugarcane and silk are also grown plenty in Asia.

Minerals

Asia has enormous reserves of minerals, among which coal, mineral oil and natural gas are the major ones. In addition, bronze, gold, silver, mica, manganese etc. are also found.

Industry

Asia is quite developed in industry, especially in Japan, South Korea, China, India, Malaysia and Thailand. Iron and steel, cotton, silk, paper and jute are the major industries of the continent.



**A | Speak**

Discuss with your teacher the most significant resources of Asia.

**B | Write**

Write the difference between a grain crop and a cash crop.

**C | Extend**

Asia is home to many wild animals: such as tigers, elephants, deer, monkeys and snakes. Add pictures of these animals round the edge of your wall map of Asia.

**D | Check**

Complete this sentence:

Asia is the largest producer of _____

Geography of Bangladesh

1

Topography

Topography means the nature of the land, especially its height.

Hilly areas

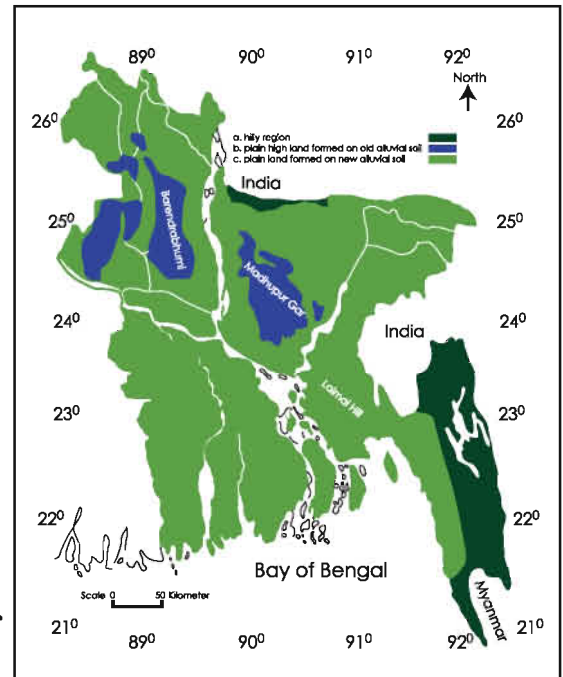
Most areas of our country are plain land. However there are some hills in the south-east and north-west regions of the country. The hills of south-east located in the district of Khagrachari, Rangamati, Bandarban and Chittagong. The highest peak is Tazin Dong at 1280 metres. The second highest is Keokradong at 1230 metres both in Bandarban. There is forest in these hills. These forest enhance the beauty of Bangladesh.

Uplands

Below these hilly areas are areas of upland with old alluvial soil, where silt was deposited from rivers long ago. These uplands are marked in blue on the map.

Plains

The plains have new alluvial soil, and slope down from north to south. The rivers cross these plains and often flood, so the land is very fertile.



Topographic Map of Bangladesh



A | Speak

Discuss with the whole class what you know of the topography of Bangladesh.

- Has anyone travelled to the hills, the plains or the forest?
- In what kind of areas do the rivers begin?
- In which direction do most of them flow?



B | Write

Compare the topographic map with a map of the divisions. In which divisions are each of these areas of upland?

| Uplands | Division |
|---------------|----------|
| Barendrabhumi | |
| Madhupur Gar | |
| Lalmai Hills | |



C | Extend

Make a map of the divisions of Bangladesh, and then colour and label these areas of hills on top.



D | Check

Answer in short:

Which uplands lie furthest to the west? _____

Which country has a border to the south-east? _____

Which bay lies to the south? _____

2

Climate

We often say there are six seasons in Bangladesh. The seasons are : summer, rainy, autumn, late autumn, winter and spring. But the changes in climate divide into three main seasons.

Summer season

The summer runs from March to May. The temperature rises to 35 degrees Celsius or above, with April the hottest month of the year. Then the storms begin, with Kalbaishakhi arriving in April or May.

Rainy season

The rainy season lasts from June to October. The monsoon blows northwards from the Bay of Bengal, bringing heavy rain. The average rainfall in this season is 203 centimetre.

Winter season

Then the temperature drops, and winter lasts from November to February. It is coldest in the north, with average temperatures of 18 degrees Celsius. But Bangladesh is never cold enough for snow.

Rainy season



Summer



Winter

**A | Speak**

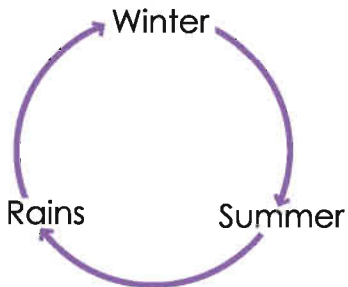
With the whole class, discuss the three seasons.

- Which do you enjoy most?
- Which is best for farmers?
- Describe winter in the north.
- Describe the effects of the Bay of Bengal upon the rain of Bangladesh?

**B | Write**

In pairs, write the figures given, and describe the characteristics of each season.

| Summer | Rainy | Winter |
|--------|-------|--------|
| | | |

**C | Extend**

Draw a poster with a circular design for the three seasons. Write their months and draw some pictures of the season.

**D | Check**

Match the seasons with their characteristics.

| | |
|--------|--------------|
| Summer | monsoon |
| Rains | Kalbaishakhi |
| Winter | heat |
| | cold |

3

The Bay of Bengal

The Bay of Bengal is located in the south of Bangladesh. Let's look at three attractive areas around the Bay of Bengal.

Sundarbans

Along the swampy coast in the south-west of Bangladesh lie the Sundarbans. It is named after its Sundri trees, which help protect the coast from storms and tidal waves. This is the largest mangrove forest in the world, and was declared a UNESCO heritage site in 1997. In the forest live the Royal Bengal tiger, as well as chitra deer, wild boar and birds. There are many streams and canals, which give a home to crocodiles, snakes and fish, and make the soil very fertile for the Sundri forest.

Cox's Bazar

This is the longest stretch of sandy beach in the world. It is situated in Cox's Bazar in Chittagong division. The beach stretches for 125 kilometres along the coast of Bay of Bengal. It is popular with tourists for swimming and walking. Behind the beach there are green hills and waterfalls. Himchari, situated 18 kilometres south of Cox's Bazar, is famous for its beautiful waterfalls. To the south of Cox's Bazar is the island of St Martin, the only coral island in Bangladesh. Inani Beach is 35 kilometres south of Cox's Bazar. Cox's Bazar sea beach is a really special place to spend time on a family holiday.

Kuakata

This beach is in Barisal division, almost 320 kilometres south of the capital city. The name means a 'well', because 200 years ago the Rakhines came here to dig for drinking water. There is also a Buddhist temple that is 100 years old. In the winter birds migrate here in large numbers. It is the only sea beach where tourists can see both sunrises and sunsets from the same spot. Because of its natural beauty, this place is called 'Sagar Kanya', meaning daughter of the sea.



A | Speak




With the whole class, discuss why tourists might want to come to the Bay of Bengal.

How can we conserve these environment of these attractive places?



B | Write

In pairs, list the attractions of each resort.

| Sundarbans | Cox's Bazar | Kuakata |
|---|---|--|
|  |  |  |
| | | |



C | Extend

Choose one of these attractions and create a tourist poster to encourage visitors.



D | Check

Match the resorts with their attractions.

| | |
|-------------|---|
| Sundarbans | long sandy beach migrating birds Bengal Tiger waterfalls Buddhist temple mangrove swamps |
| Cox's Bazar | |
| Kuakata | |

4

Hill resorts

Next we shall look at three attractive hill resorts.



Golden temple

Bandarban

This is the hilly district situated in the north-southern region of Bangladesh which includes Tazing Dong, the highest mountain in Bangladesh. There is also the scenic Chimbuk peak and Boga lake, a waterfall named Shoilo Propat at Milanchari. There are many Buddhist temples, known as Kyang.

Rangamati

Rangamati is another hilly region of Bangladesh. It is surrounded by green hills, forest and lakes, like Kaptai Lake. It is a famous tourist place.

Chakma, Marma and other ethnic communities live in Rangamati. You can find ivory jewellery and clothes made by them. There is a museum on ethnic groups in Rangamati. There is a hanging bridge in Rangamati.

Hanging bridge



Jaflong surrounded by hills.

Jaflong

This hilly area of Sylhet lies in the north foothills of the Himalayas. It is the home of the Khashi tribe. They make their living by collecting stones for building, that were washed down by the Mari River. The hills are covered with forest, known for their beauty.



A | Speak

With the whole class, discuss why tourists might want to come to the hilly areas of Bangladesh.

- Would you prefer to visit the hills or the beaches? Why?
- How would you try to conserve environment of these area?



B | Write

In pairs, list the attractions of each resort.

| Bandarban | Rangamati | Jaflong |
|-----------|-----------|---------|
| | | |



C | Extend

Choose one of these places and write about why you'd like to visit. Imagine that whoever writes the best essay in the class could get to visit that place!



D | Check

Match the resorts with their attractions.

| | |
|-----------|------------------|
| Bandarban | hanging bridge |
| | Buddhist temples |
| Rangamati | Chakma |
| | Khashi |
| Jaflong | museum |

Disasters and Disaster Management

1

Floods

Bangladesh can face several kinds of disasters, such as floods and cyclones. They are caused by nature and by man-made environmental pollution.

Effects of floods

Bangladesh has suffered 7 bad floods since 1987, mainly between Ashar and Ashwin. Floods can lead to loss of life, loss of crops, homelessness, damage to transport, and loss of livelihood. The immediate lack of clean drinking water causes sickness and disease.

Causes of floods

Flood occur in Bangladesh due the geographic location and natural condition. Heavy rainfall is also responsible for flood. Beside these, sediment filled the bottom of the river. For these reason the depth of the rivers is decreasing. As a result increase the flow of water in rainy season occur flood.

Preparing for floods

Even if we can't control the floods, we can take precautions.

- Keep in touch with weather warnings on TV and radio
- Change to 'Put a stick in the bed of a stream to see if the water level is rising'
- Keep a stock of dried food, medicine, clean drinking water
- Pack up our things to keep them dry in a plastic bag
- Be brave and patient, and always keep safe

**A | Speak**

Discuss with the whole class:

- What are your experiences of floods?
- Who remembers serious floods in your area?
- What preparations should you make in case of floods?
- How could floods be prevented?



Floods

**B | Write**

In pairs, write a list of the top 4 priorities you will take home to your family about how to prepare for floods.

**C | Extend**

Make a poster to tell your schoolfriends how to prepare for floods. Illustrate with drawings.

**D | Check**

Complete the sentence:

When there are floods, our education suffers because

2

Cyclones

Effects of cyclones

Bangladesh has suffered 3 bad cyclones: in 1970, 1991 and 2007. They usually happen in the rainy season. Coastal areas suffer most, as shown on the map. The strong winds and rain damage houses and crops. They cause tidal waves as high as 45 feet, which harm the livelihood of fishermen.



Damage from cyclone

Causes of cyclones

The natural cause of cyclones in Bangladesh is the low air pressure over the sea. Man-made causes make the effect of the strong winds worse: by cutting down trees, we remove the windbreaks that protect us from the wind.

Preparing for cyclones

There is a system of cyclone alert signals, ranging from 1 to 10 in severity.

- We should listen to signals regularly, inform others and prepare ourselves accordingly.
- We should arrange our books and other useful things before moving to shelters or to any other safe places.
- We should work together with our parents. We should listen to our elders and stay in safe places.



A | Speak

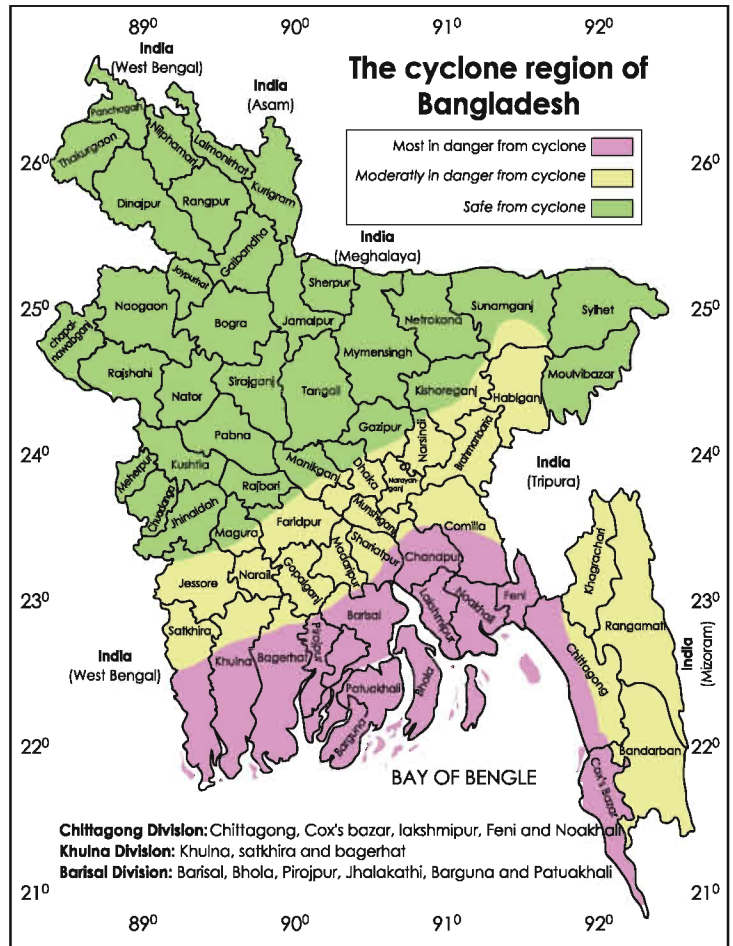
Discuss with the whole class:

- What have you heard about cyclones?
- Who has experienced cyclones in Bangladesh?
- What is the cyclone warning system?
- How could the effects of cyclones be made less serious?



B | Write

Look at the map. Write a list of the areas that are most in danger from cyclones.



C | Extend

Make a poster to warn your community of the dangers from cyclones. Illustrate it with drawings or photos.



D | Check

Complete the sentence:

The warning for cyclones is _____

3

Fire

Effects of fire

Bangladesh is suffering an increasing number of serious fires these days. They usually happen in the dry season, in slums, crowded places and particularly garment factories. Fires cause buildings to collapse, so people lose their livelihoods. In rural areas, crops are destroyed and farmer suffer a lot.

Causes of fire

The causes of fire are entirely man-made. Here are some examples:

- If the stove is not fully turned off
- From the flame of discarded cigarettes, biri, hookah
- If a lamp, hurricane, or mosquito coils are left alight
- If the electricity line has a problem
- From **flammable** materials (things which burn easily) in a factory
- If children play with fire or explode fireworks
- Fire spreading from one house to another

Dealing with fire

- Save yourself first.
- Raise the alarm and notify the fire service.
- Warn the authorities if anyone is still in the building.
- Remove flammable objects from the area
- Never go back to a fire to save property.
- If your skin is burnt, put it under cold water for 10 minutes and then see a doctor.



**A | Speak**

Discuss with the whole class:

- What have you heard about serious fires?
- Who has experienced a local fire? How did it start?
- How do you prevent fire?
- What should you do if you find a fire?

**B | Write**

What do you remember about all the disasters in this chapter? Write one thing in each of the boxes.

| | Floods | Cyclones | Fire |
|---------------------|--------|----------|------|
| Causes | | | |
| Effects | | | |
| How to deal with it | | | |

**C | Extend**

Arrange a class meeting to discuss precautions against fire. Make a poster to warn your community of the dangers from one particular disaster. Illustrate it with your drawings or photos.

**D | Check**

Match the conditions in the left column with the results in the right column.

| | |
|---|---------------|
| Carelessness in a dry climate | Cyclones |
| Low pressure over the sea | Water logging |
| Heavy rainfall that does not drain away | Fire |

Population of Bangladesh

1

The population in figures

| Year | Total population |
|------|------------------|
| 1974 | 7 crore 64 lakh |
| 1981 | 8 crore 99 lakh |
| 1991 | 11 crore 14 lakh |
| 2001 | 12 crore 93 lakh |
| 2011 | 14 crore 97 lakh |

Population increase

Read the figures for our size of population from the **census** figures.

You will see that our population has doubled over 37 years. The growth rate is now 1.2% per year, which has actually slowed since the high of 3% in 1970. Although our growth rate has started to decline, we are still faced with over-population because of the rapid increase in the past.

Population density

This means the number of people per square kilometre, and because our size of course does not change, our density becomes more severe. In 2011 the density was 1015 people per sq kilometre.

If we compare these figures internationally, Bangladesh is the 11th most crowded country in the world, after e.g. Singapore (3rd) and Hong Kong (4th). India is 33rd and Pakistan is 56th.

Negative effects of population density

These figures cause us daily problems;

- People cannot get enough work;
- They cannot buy enough food;
- They do not send their children to school;
- They cannot get medical help;
- They turn to crime;
- It is difficult to keep the environment free from pollution;



A | Speak

Discuss with the whole class the evidence you see of over-population:

- What is the common size of families?
- What are the effects on transport?
- What are the effects on housing?
- Can people afford to keep the environment clean?



B | Write

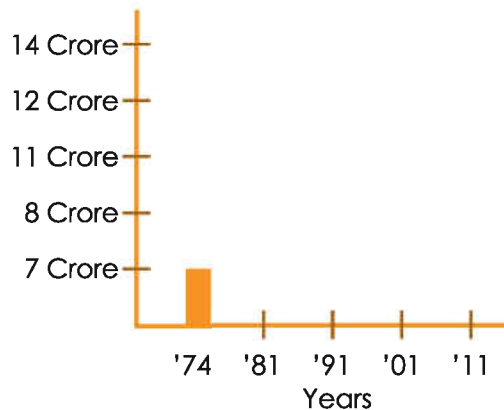
In pairs, write a list of the effects of over-population:

| | |
|--------------------|--|
| On jobs | |
| On food | |
| On education | |
| On health | |
| On the environment | |



C | Extend

Make a graph of the figures for population growth.



D | Check

Complete these sentences in figures:

The total population of Bangladesh in 2011 was _____

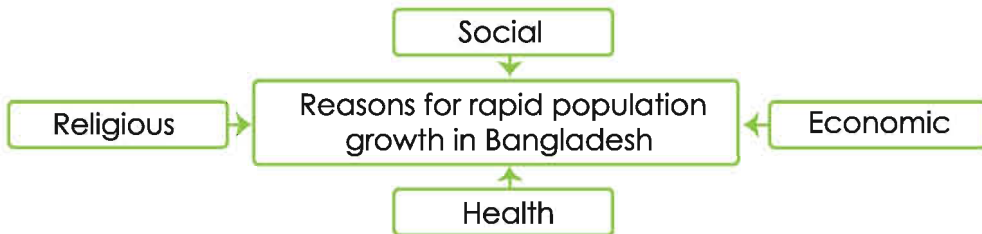
The annual growth rate is now _____

The population density is now _____

We are the _____ most crowded country in the world.

2 The causes of over-population

Here are the four reasons for our over-population:



The social reasons: include lack of education, child marriage, polygamy, and wanting more male children. Many women look after children rather than working to earn money for the family. They also want plenty of children to look after them in old age. So they give birth to more children.

The economic reasons: are that Bangladesh is a mainly agricultural country with a great demand for labour. This produces a need for male children to help work the land. With many women not earning money, more male children are needed to support the family.

The religious reasons: are the belief that God will provide food and shelter, rather than being realistic about whether a family can afford to support itself.

The health reasons: are that developments in medical science have helped to cure many diseases.

The **role of women** in this whole cycle is crucial. If girls and women had better education, women could go to work to earn money for their family. With a higher income and fewer children, families could improve their wellbeing.

**A | Speak**

With the whole class, discuss which of these solutions to over-population is most important, and which is next?

- Medical care is improved
- Families have fewer children
- All children get better education
- Women participate in the job market

**B | Write**

List the causes of over-population under these headings:

| | |
|-----------|--|
| Social | |
| Economic | |
| Religious | |
| Health | |

**C | Extend**

In pairs, discuss the idea of a new TV programme on population growth problem.

- Who would you invite to speak?
- What scenes would you film?
- What would be your message?

**D | Check**

Which cause of over-population do you think is most important?

Chapter 14

Our History

1

Ancient times



One of the ancient king

We shall learn about three kings and about life in ancient times.

King Shashanka

Shashanka was the first powerful king of Bengal, in the 7th century AD. He established the boundaries of Bengal, with the capital as Karnasubarna. He managed to extend the borders further during his reign.

King Gopala

After Shashanka, there was a century of anarchy. Then in the 8th century Gopala was elected to rule Bengal. He founded the Pal **dynasty**, which brought stability for 400 years.

King Lakshman Sen

This king ruled Bengal in the 12th century. He was the fourth king of the Sen dynasty. He was a learned man and a poet. Eventually in 1204 he was defeated by Bakhtiyar Khilji who brought Islam to Bengal.

Social life

People worked as barbers, blacksmiths, potters or cobblers. Their religions were Hinduism and Buddhism. Their transport was boats bullock carts and palanquins. Their food was rice, vegetables, pulses and fish. They enjoyed music, dance, dice and wrestling.

Economic life

Agriculture was the main occupation; they grew rice and sugarcane. There was also cottage industry in making cotton and silk garments for export. There was plenty of overseas trade through the sea ports, especially Chittagong.



A | Speak

With the whole class, discuss what you have heard about the ancient history of Bengal.

- What is a dynasty?
- What was the main economic occupation in ancient times?



B | Write

In pairs, write notes on the dates and achievements of these three kings:

| Shashanka | Gopala | Lakshman Sen |
|-----------|--------|--------------|
| | | |



C | Extend

Draw a timeline of centuries, and write these three kings' names and their dynasties on the timeline.

____7th____8th____9th____10th____11th____12th____



D | Check

Match the kings with their dates.

| | |
|--------------|--------------|
| 7th century | Lakshman Sen |
| 8th century | Shashanka |
| 12th century | Gopala |

2

The Middle Ages

We shall learn about three kings of later times, and the social and economic life of those days.

Shamsuddin Ilyas Shah

Now that Bengal had become Muslim, Shamsuddin Ilyas Shah came to power in the 14th century. His main achievement was to keep Bengal independent from the sultans of Delhi. His dynasty brought a time when local language, literature and poetry could prosper.

Isa Khan

Isa Khan was the leader of the landowners in Bengal, called the Baro Bhuiyan. In the 16th century, they fought for independence from the Mughal emperor Akhbar in Delhi. Isa Khan held off the Mughals from Bengal till after his death.

Shayesta Khan

Once the Mughals had taken over Bengal, they appointed Shayesta Khan in the 17th century as the local governor. He was a good ruler. He made sure that rice was cheap, and he drove away the local pirates.

Social life

Bengal was known for the harmony between Hindus, Buddhists and Muslims. It was also known for its Bengali language and literature. The traditional crafts and occupations continued through the middle ages. Clothes and diet were unchanged also.

Economic life

The economy remained based on agriculture. Cotton and silk garments were also renowned, as well as wood and ivory work. Exports exceeded imports, with Bengal trading in garments, spices and precious stones out of Chittagong.

**A | Speak**

With the whole class, discuss what you have heard about the medieval history of Bengal.

- When did local literature tremendously develop in Bengal?
- Where did the Mughals rule from?

**B | Write**

In pairs, write notes on the dates and achievements of these three kings:



| Shamsuddin Ilyas Shah | Isa Khan | Shayesta Khan |
|-----------------------|----------|---------------|
| | | |

**C | Extend**

Add the medieval rulers of Bengal to your timeline. Try to find out other facts from these times to add to your diagram.

**D | Check**

Match the rulers with their dates.

| | |
|--------------|-----------------------|
| 14th century | Shayesta Khan |
| 16th century | Shamsuddin Ilyas Shah |
| 17th century | Isa Khan |

Chapter 15

Our Liberation War

1

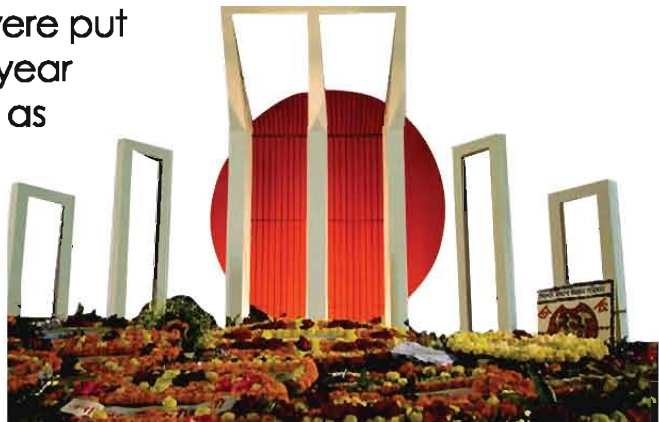
The language movement: 1952

In 1947 India and Pakistan gained independence from Britain.

Pakistan itself was divided into West Pakistan and East Pakistan. But the capital of the Pakistan was in West Pakistan, which enjoyed the benefits of education, employment and trade. They spoke a different language from the people of East Bengal, and tried to impose their language of Urdu on the Bengalis.

On 21 February 1952 a procession took place on the streets of Dhaka to protest about the right to speak our own language. The West Pakistani police opened fire on that procession. Many were martyred, including Rafiq, Salam, Jabbar, Barkat and Shafiur.

In memory of the language martyrs the memorial of Central Shahid Minar was built in Dhaka, and smaller memorials were put up in most schools. Every year 21 February is celebrated as Language Martyrs Day. Internationally it is known as International Mother Language Day.



The Central Shahid Minar

**A | Speak**

Answer questions with the whole class:

- What benefits did West Pakistan enjoy?
- Which language did West Pakistan try to impose on us?
- Which date was the procession in protest?
- Who were the martyrs?
- How is that date commemorated?

**B | Write**

Write a description of how your school celebrated the last International Mother Language Day.

**C | Extend**

Collect more information of the language movement on 1952.

Prepare an album of pictures of the martyrs who were killed in the incidents between 1952 and 1971. Then write their names under the pictures.

**D | Check**

Complete the sentence:

On 21 February we commemorate_____

2

The mass uprising: 1969

As a result of the language protest, the political parties of East Pakistan united and strengthened. This was known as the United front coalition. They won the next East Bengal elections in 1954, which also gave them a stronger voice in the government of West Pakistan. But the West Pakistanis dismissed the government, causing more grievance.

So in 1966 Bangabandhu Sheikh Mujibur Rahman made a six-point demand for regional **autonomy**. As a result case filed against Bangabandhu and his followers. Then they were imprisoned and put into jail. This was known as the Agartala case. A mass group of students and others met in 1969 to protest at the imprisonments. This was called the mass uprising of 1969. Here are 4 martyrs who were killed in that protest.



Martyr Asad



Martyr Sergeant
Jahurul Haq



Martyr
Dr Shamsuddoha



Martyr Motiur

After the mass uprising, President Ayub Khan of Pakistan was forced to stand down. He was replaced by Yahya Khan. In December 1970 the general election in East Pakistan was won by the Awami League, led by Bangabandhu. But Yahya Khan did not allow them to form a government. As a result non co-operation movement started in East Pakistan under the leadership of Bangabandhu.



A | Speak

Answer the questions with the whole class:

- Who won the elections of 1954?
- What did the six-point plan demand?
- What was the mass uprising against?
- Who were the martyrs?
- Who was the new President of Pakistan in 1969?
- Who won the election of 1970?



B | Write

Fill in this timeline:

1952.....

1954.....

1966.....

1969.....

1970.....



C | Extend

Invite a freedom fighter from your own area to the classroom and hear about the incidents between 1969 and March 1971.



D | Check

Tick the right answer

In which year did Bangabandhu make his six-point demand?

- a. 1969 b. 1966 c. 1970 d. 1954

3 The war of liberation: 1971

On 7 March 1971 a huge public meeting was called at the Racecourse Ground in Dhaka. Bangabandhu called for independence and said, "The struggle of this time is the struggle for our liberation, this struggle is for our independence."



From 16 March to 25 March, the Awami League talked with Yahya Khan about how to solve the political issues. But on the 'dark night' of 25 March the Pakistan Army attacked Rajarbagh Police Lines, EPR Headquarters and Dhaka University. They killed countless students, teachers, police, EPR and other people. That night Bangabandhu was arrested. On 26 March he declared the independence of Bangladesh through a radio message on 26 March the war for liberation had begun.

On 10 April in 1971 the first government of Bangladesh was formed, known as the Mujibnagar government, with Bangabandhu as President. The government encouraged the people to join the Liberation war and formed a Mukti Bahini to conduct the war. Banglasis from all classes and professions as well as many ethnic groups participated in liberation war.

The war lasted 9 months, till 16 December 1971. 30 lacs people died and many lost their hands, legs and homes. A few traitors helped the West Pakistanis to kill, fire and torture the people. They are called the rajakar, al badar. They are war criminals. Although the Pakistanis committed genocide against the people, the Mukti Bahinis did not stop their war. But finally liberation was won and the independent country of Bangladesh was created, with its own flag and anthem.

**A | Speak**

Answer questions with the whole class:

- Where did Bangabandhu make his speech in March 1971?
- How long did talks last with Yahya Khan?
- What happened on 25 March?
- What happened on 10 April?
- How long did the war of liberation last?
- Who joined the freedom fighters?

**B | Write**

Fill in this timeline for 1971:

7 March.....

16 March.....

25 March.....

26 March.....

10 April.....

16 December.....

**C | Extend**

Ask the older people in your family and neighbourhood what they remember of the war of 1971. If possible, invite them to school to talk about their memories.

**D | Check**

Complete the sentence:

In December 1971 Bangladesh_____

Chapter 16

Our Culture

1

Language and dress

Culture means the way we live our daily lives: our language and dress, our food, our customs and music. In Bangladesh we are fortunate to have a mixture of ethnic cultures, which together make the culture of Bangladesh.

Language

Language is how we express ourselves. In Bangladesh we have ethnic groups who have their own mother tongues. But our national language is Bangla. Whether people are Muslim, Hindu, Buddhist or Christian they are united by their use of Bangla.

Female dress

The traditional dress for women is the sari. But the salwar-kamiz has also grown in popularity, especially for younger women. Young girls may wear frocks and skirts. But on special occasions most women still wear the sari, with special jewellery.

Male dress

Men traditionally wear the lungi in the villages and at home. For office work they may wear trousers and shirts. But for special occasions they wear Punjabi-Pyjama. Old Hindu men used to wear the dhuti. Muslim men wear Pyjama and Punjabis, a cap for religious services.

**A | Speak**

In pairs, talk about what you wear for special occasions. What do the rest of your family wear?

**B | Write**

Write descriptions of typical dress in your community.



| Female dress | Male dress |
|--------------|------------|
| | |
| | |

**C | Extend**

Collect pictures of different fashions to make an album. Write labels for the pictures.

**D | Check**

Tick the right answer.

Which is not an aspect of culture?

- a language b dress c cars d religions

2

Food

You may hear 'fish and rice make a Bengali'. These are our staple foods. In addition we eat vegetables in season, pulses and meat, and spices to create extra taste.

Generally we eat polao with meat, biriani and Khichuri on special occasions. Taking Khichuri on rainy days has turned into a tradition of the Bengalis. However, there is a trend of eating panta, green chilli or various kinds of mash and vegetables in summer in peasant families.

We also love sweets, especially on festive occasions. Most of our sweets are made with milk: curd, payesh, rashagolla, chomchom, khir etc. For Eid we make shemai and for Shab-e-barat we make borfi. For Hindu festivals, people make payesh, naru, mowa and murki. For Christmas people make all kinds of cakes.



**A | Speak**

In pairs, talk about your favourite foods.
What do you eat on special occasions?
What are your favourite sweets?

**B | Write**

Write the sweets eaten
on these occasions:

**Sweets**

| Eid and Shab-e-barat | Hindu festivals | Christmas |
|----------------------|-----------------|-----------|
| | | |

**C | Extend**

Write down a recipe from home for one of these kinds of food:

- fish dishes
- meat dishes
- vegetarian dishes
- sweets
- drinks

**D | Check**

Complete the sentence:

Which are the staple foods of Bangladesh? _____

3

Customs and music

Here are some of the festivals that mark the stages of growing up:

Mukhevaat



Gaye-halud



Birthday

At all these festivals, and during daily work and life, our country enjoys music, including folk music. Farmers sing songs while they are ploughing their fields. Boatmen sing on their boats. Bauls sing songs while moving from village to village. Our main folk songs are jari, shari, baul, vatiali, vawaiya and gamvira. Then stage shows use jatra, pala, kriton and murshidi.

But our local culture is threatened if we don't work to preserve it. Modern media can weaken these customs, and we need these customs to make our culture special.

**A | Speak**

In pairs, talk about your family festivals.
Which do you enjoy the most? Why?

**B | Write**

Look at the pictures opposite. Choose one of the festivals
you have experienced and describe what happened.
What did you eat?
Who came to the festival?

| | |
|------------|---|
| Mukhevaat | A celebration for a young child, after which he or she starts to eat rice |
| Birthday | Celebrating the day when you were born |
| Gaye-halud | The day before a wedding |

**C | Extend**

Find out more about
folk music in your
local area.

**D | Check**

What is weakening our local customs?

Revision Questions

Chapter 1 Our Environment and Society

Short answer questions

- 1 Name three elements of the natural environment.
- 2 Where do we have more floods in Bangladesh?
- 3 Name three elements of the social environment.
- 4 Why do we need to plant more trees?

Descriptive questions

- 1 How does the land differ between north and south Bangladesh?
- 2 What effect does a wet climate have on our social environment?

Chapter 2 Cooperation in Society

Short answer questions

- 1 How do the number of men and women compare in the population?
- 2 What does 'discrimination' mean?
- 3 Give an example of special needs in the classroom.
- 4 What does 'diversity' mean?

Descriptive questions

- 1 Give an example of boys and girls being treated equally in the family.
- 2 What would you do if you'd been rude to a friend?

Chapter 3 Ethnic Groups of Bangladesh

Short answer questions

- 1 What kind of house do the Chakma build?
- 2 What religion are the Marma?
- 3 Name one Saontal festival.
- 4 What is the Monipuri salad called?

Descriptive questions

- 1 In what ways do the ethnic groups have a different life-style?
- 2 In what ways is the life-style of the ethnic groups now changing?

Chapter 4 The Rights of Citizens

Short answer questions

- 1 What does a 'citizen' mean?
- 2 What does the 'right to language' mean?
- 3 Name one political right.
- 4 What does 'economic' mean?

Descriptive questions

- 1 Give an example of the right to freedom of expression.
- 2 What can people do if they are not paid a fair wage?

Chapter 5 Values and Behaviour

Short answer questions

- 1 Name one moral quality.
- 2 Give one example of how a polite person behaves.
- 3 Write down one bad deed you should avoid.
- 4 What should you do if you find money in the street?

Descriptive questions

- 1 What is the difference between values and behaviour?
- 2 Which moral quality would you most like to be known for?

Chapter 6 Tolerance of Others' Opinions

Short answer questions

- 1 What does 'tolerance' mean?
- 2 Why should you listen to everyone's opinion?
- 3 Give an example of a decision to be made in the home.
- 4 What is a 'debate'?

Descriptive questions

- 1 How would you decide where to go on a class outing?
- 2 Does consulting opinions take more time?

Chapter 7 The Dignity of Work

Short answer questions

- 1 Name one manual occupation.
- 2 What professional jobs are done in hospitals?
- 3 What is the purpose of legal jobs?
- 4 How should we respect different kinds of jobs?

Descriptive questions

- 1 Which do you think are the hardest jobs to do?
- 2 Which work would you most like to do yourself?

Chapter 8 Social and National Assets

Short answer questions

- 1 How do parks and playgrounds help society?
- 2 What kind of buildings does the government build for us?
- 3 Name two uses of water in society.
- 4 Name two natural resources.

Descriptive answers

- 1 How should we treat our natural resources?
- 2 Describe how roads and bridges need repairing.

Chapter 9 Developing our Locality

Short answer questions

- 1 Name two facilities in rural areas.
- 2 How might they need repair?
- 3 Name two facilities in urban areas.
- 4 How might they need repair?

Descriptive questions

- 1 What should we take role to develop our locality?
- 2 Whose duty is it to carry out the repairs?

Chapter 10 Geography of Asia

Short answer questions

- 1 Name two countries in Asia, other than Bangladesh.
- 2 Name two oceans around Asia.
- 3 What are Asia's two main crops?
- 4 Name two Asian animals.

Descriptive questions

- 1 Asia the biggest continent in the world? why?
- 2 How would you describe the climate of Asia?

Chapter 11 Geography of Bangladesh

Short answer questions

- 1 Which sea do Bangladesh's rivers flow into?
- 2 How many seasons are we said to have?
- 3 What is the name of our mangrove swamp area?
- 4 Which animal is found there?

Descriptive questions

- 1 How would you attract more tourists to Bangladesh's beach resorts?
- 2 How would you also protect the beach resorts?

Chapter 12 Disasters and Disaster Management

Short answer questions

- 1 Which two natural disasters do we suffer from?
- 2 Why may disease increase after flooding?
- 3 Name two causes of fire.
- 4 Name two precautions in case of flood.

Descriptive questions

- 1 How have people made flooding worse?
- 2 Describe the effects of cyclones.

Chapter 13 Population of Bangladesh

Short answer questions

- 1 What is our growth rate per year?
- 2 What is our density of population?
- 3 How do we rate in the world for density of population?
- 4 Name one social cause of over-population.

Descriptive questions

- 1 What are the effects of over-population on the environment?
- 2 What would happen if families had fewer children?

Chapter 14 Our History

Short answer questions

- 1 Name one king from ancient times.
- 2 In which century was Islam brought to Bengal?
- 3 Name one medieval king.
- 4 From which century did Bengali literature flourish?

Descriptive questions

- 1 Describe the religious life in medieval Bengal.
- 2 Describe the trading life in medieval Bengal.

Chapter 15 Our Liberation War

Short answer questions

- 1 When was the language movement?
- 2 When were the six-point demands?
- 3 When was independence declared?
- 4 How long did the war of liberation last?

Descriptive questions

- 1 Why was the 1970 election important?
- 2 Why was Bangabandhu imprisoned?

Chapter 16 Our Culture

Short answer questions

- 1 Name two elements of Bengali culture.
- 2 What sweets do we eat at festivals?
- 3 Name two kinds of folk songs.
- 4 What is threatening our culture?

Descriptive questions

- 1 Which aspects of Bengali culture do you most enjoy, and why?
- 2 Which aspects do you think are most characteristic of our country?

Glossary

autonomy – self-government

behaviour – how we act in society

cash crop – agricultural crop sold for export to earn foreign currency

citizen – someone who lives in a particular country

coral island- an island made of coral

debate – a formal discussion between different points of view

democracy – following the opinion of the majority

density of population – the number of people per square kilometre

discrimination – treating people differently

disaster – an unexpected natural and man-made destruction

diversity – differences between people

dynasty – a royal family of descendants

engineers – professionals who build houses, roads and bridges

flammable – things which burn easily

hemisphere – half of the globe: we live in the northern hemisphere

inani beach – a sea beach situated 35 kilometres south of Cox's Bazar

mangrove forest – forest where trees are grown in salty water

natural resources – elements of nature that help us live a better life

pharmacists – professionals who make and sell health drugs

priority – order of importance

resources – things in the environment that help us lead productive lives

responsibilities – our duty to help others

rights – the duty of our government to supply our basic needs

technicians – professionals who design and mend machinery

tolerance – treating someone's differences and opinion with respect

topography – the shape of land, especially its height

values – what we believe is good

Academic year 2018, BGS-4



শিক্ষা নিয়ে গড়ব দেশ
শেখ হাসিনার বাংলাদেশ

Trees are our best friends



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